



Indiana Course Access Program (iCAP) LEA Roles

[Indiana Course Access Program \(iCAP\) LEA Roles](#)

[iCAP Point of Contact](#)

[Identifying a LEA or school iCAP Point of Contact\(s\)](#)

[Lead Contact for the DOE](#)

[iCAP Mentor\(s\)](#)

[Identifying an iCAP Mentor](#)

[Other Key Members of the iCAP Support Team](#)

[Guidance Counselors](#)

[Technologist](#)

[School Administrator](#)

The iCAP Support Team at the LEA Level

Districts can directly influence student success in online courses by selecting interested and qualified staff to the key iCAP Support Team roles. The IDOE has identified the responsibilities and desired traits of two key roles, the iCAP Point of Contact and the iCAP Mentor. These two roles are required for a LEA's participation in the iCAP.

iCAP Point of Contact

Schools and districts that choose to approve students for iCAP offerings must designate a staff member or members to ensure the consistent communication between your school, your students, the iCAP providers, and the IDOE. The school or LEA designated staff become the main the point of contact for:

- Communicating the available opportunities, benefits and risks to students, school staff, and families;
- Advising students on courses that match their interests and meet their graduation requirements;
- Performing all online course registration transactions with the provider(s);
- Ensuring final grades and credits are reflected on report cards and transcripts for students who participate and successfully complete an iCAP course;
- Maintaining the school's iCAP course student roster;

- Ensuring equitable access to and equitable participation in the iCAP, by addressing the needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation; and
- Is the primary contact person for the provider and the IDOE for questions regarding enrollment.

Identifying a LEA or school iCAP Point of Contact(s)

Depending on the makeup of your LEA, you may have one or multiple iCAP Point of Contacts. The designee is staff who works closely with guidance counselors and is authorized to advise students on the selection of their courses. Desired traits include:

- Highly organized and detail-oriented
- Part of the team making decisions about the school's online course policies
- Familiar with online courses—including technology requirements, prerequisites, and timelines—prior to enrolling students
- Authorized to assist students in the selection of their courses, to provide academic advising, and to apply credits earned online to student transcripts

Lead Contact for the DOE

LEAs will also identify one individual on the LEA iCAP Team who will serve as Lead Contact for the DOE. This individual will be responsible for the appeal process, updating the Point of Contact for all schools in the LEA, and maintaining accurate information.

iCAP Mentor(s)

Mentors are school employees who are assigned to the student upon iCAP enrollment by the local school system. Mentors work closely with online students to ensure a positive and successful experience by:

- Helping the student set goals and persist through course completion;
- Assisting with the use of technology and logging in to the course;
- Facilitating communication and fostering a student's relationship with the iCAP course teacher;
- Assisting with course participation procedures and gathering student grades; and
- Providing feedback to the iCAP Designee about processes, offerings, and course providers.

Identifying an iCAP Mentor

Mentors do not need to be subject matter experts (although some course providers recommend this for students at the AP level). The mentor's main role is to offer active facilitation for student success. Desired traits include:

- Competently use technology in multiple systems, possess organizational and efficiency skills, and keep accurate records.
- Understand and advocate for the students in alternative learning situations. Are compassionate but hold students accountable.

Schools may have multiple iCAP Mentors, but should have only one iCAP Point of Contact (although a Mentor can fill this role too). iCAP Point of Contacts are always included in iCAP Support communications from the IDOE.

Other Key Members of the iCAP Support Team

Guidance Counselors

The iCAP Point of Contact and Mentors have a close working relationship with school guidance counselors. It is very important for students' academic needs to be properly matched with [their abilities and expectations of online learning](#). Guidance Counselors can be included in iCAP Support communications by request ICAP@doe.in.gov.

Technologist

The building technologist is a key iCAP Support Team member who ensures that school devices used for online learning meet the course providers' technology requirements. The technologist is mainly needed at the beginning of each term to make sure any course-specific plug-ins or technology requirements are addressed.

School Administrator

We recommend the inclusion of an administrator on the iCAP Support Team. The administrator makes sure school policies for online courses are in place and understood by the team and other pertinent school staff. The administrator supports the team by facilitating the resolution of any issues that may occur in areas such as student eligibility, schedule and space availability, payment, or cost-sharing practices, etc. School administrators can be included in iCAP Support communications by request ICAP@doe.in.gov.